

First Missouri State Capitol State Historic Site *Statehood Lesson*



Grade Level: 9 – 12th Grade **Class:** History, American Government, and/or Political Science

Objective: The objective of this assignment is to explore, compare, and contrast territorial and state governments within the American political system through historical and contemporary analysis.

Essential Questions:

- What is a U.S. territorial government?
- How do territorial and state governments differ?
- Why would a territory desire statehood?
- How did national political controversies affect Missouri statehood?
- What national political controversies are currently influencing Puerto Rican statehood? Do they reflect the issues that were faced by Missouri?

Time: (2) 45 - 90 Minute Class Periods and a daylong field trip

Materials:

- Pencil or Pen
- (Reading) Foley, William E. “The American Territorial System: Missouri’s Experience.” *Missouri Historical Review* (July 1971) Vol. 65, No. 4, pp 403 – 426.
- Readings 1 – 3
- Compare/Contrast Chart
- Scratch Paper
- Internet Access (Computers/ Digital Projector)

Grade Level Expectations

Missouri Social Studies Course and Grade Level Expectations

2a.A. Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general.

3a. I. Analyze the evolution of American **democracy**, its ideas, institutions and political processes.

3a.Z. Analyze Missouri History as it relates to major developments of US History

7. F. Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts

Prep Work:

Prior to this lesson, students must read “The American Territorial System: Missouri’s Experience,” by William E. Foley (Included in this packet). This can be given as homework or read in class.

Phase 1: *Introduction/Group Assignments & Reading*

In this phase, the instructor will introduce the assignment and divide students into groups of 3. Once divided groups will receive readings 1 – 3 and the compare/contrast chart. Each member of the group will read one of the three handouts.

Phase 2: *Cooperative Work*

In the second phase of the assignment, students discuss the readings with their group and then work cooperatively to complete the compare/ contrast chart.

Phase 3: *Conclusion*

In the final phase of the assignment, the instructor will lead a class discussion to solidify lessons and/or clarify misconceptions.

Phase 4: *Researching/ Debating Puerto Rican Statehood at the First Missouri State Capitol*

*This phase requires an additional class period and a field trip.

In this phase students are assigned to support or oppose Puerto Rican statehood. The instructor again creates small groups and assigns supportive or opposing positions. Students are then allowed an additional class period to research and develop a factually based argument. Finally, students will engage in an hour long debate in the Legislative chamber of the Missouri First State Capitol in St. Charles,

Missouri under the guidance of the instructor and a Missouri State Parks employee.